

PARENTAL PREFERENCE: A PARTIAL MEASUREMENT  
OF SEX-ROLE IDENTIFICATION

By

MARY JO HERDE

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Bachelor of Science

Kansas State University

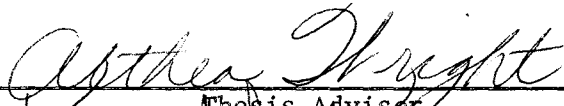

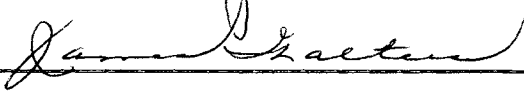
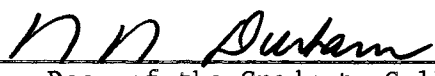
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Thesis Approved:

  
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Thesis Adviser  
  
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Dean of the Graduate College

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## CHAPTER I

### INTRODUCTION

#### Statement of Problem

Our society is experiencing a resurgence of interest in sex role choice. Not since the twenties and early thirties have researchers questioned the concepts of maleness and femaleness with such intensity. National attention has been drawn toward questions of sex-role identification by Women's Liberation and Gay Liberation Movements. Focus has remained on these questions because of the interest shown by the general populace.

Many questions are being asked regarding masculine-feminine sex role development, but the most important of these is "What exactly is meant by the term identification? This is a rather difficult question to answer, partly because it has come to be used like aspirin, for everything" (Cohen, 1966, p. 10).

Freudian theory, status envy theory, learning theory, role theory and corollary, social power theory, all include an attempt to explain sex role identification (Biller, 1967). The number of theories attempting to explain this process suggests that identification may not be a unitary element. It may have a number of divisions and those divisions may have sub-divisions. It is easier to develop an understanding of the term sex-role identification if some of its components can be identified and studied.

This study will be interested in "identification as motive" or "sex-role preference." "Sex-role preference refers to the desire to adopt the behavior associated with one sex or the other, or the perception of such behavior as preferable or more desirable" (Brown, 1956).

Identification in this area suggests that the person, whether child or adult, develops a desire to emulate a model. Because parents are often present, it is hypothesized that they will serve as model for sex-role identification. It is important to be able to identify the parent whom the individual prefers.

When we ask which parent is preferred, must we ask preferred for what? It is acknowledged that preference is a function of particular situations . . . . But, some situations are valued more highly than others and it is perhaps on the basis of these evaluations that the child makes his ultimate choice, preferring the parent who most respects him, sympathize with him, befriends him, and captures his imagination. A further problem which seems more important is that the child's preference may not be accurately acknowledged or even known to him, or the causes of his preference may be rationalized (Nimkoff, 1942, p. 520).

An instrument is needed which will identify the parental preference, while taking into account the "situationality" of this preference. This research, by asking the respondent to decide which parent is preferred in both action and communication oriented situations, attempts to provide this instrument.

### Purposes

The general purposes of this study were:

1. To devise an instrument (The Parental Preference Test) for measuring parental preference as part of masculine-feminine identification.
2. To compare perceptions of college youth in regard to selected



background variables in relation to parental preference scores.

3. To explore some of the conflicting theories of masculine-feminine identification with special emphasis in the area of parental identification.

## CHAPTER II

### SELECTED REVIEW OF LITERATURE

#### Theories of Identification

Freud (1924), Bronfenbrenner (1960), Lynn (1966), Whiting (1959), Maccoby (1959), and others have attempted to explain identification. Because components of the identification process are still unknown, it has been difficult to verify or refute many of these theories.

Lynn (1966) hypothesizes that masculine-feminine identification has three separate parts: (1) sex-role preference, (2) sex-role identification, and (3) sex-role adoption. Biller (1967) further clarifies these divisions by calling sex-role identification—"sex-role orientation." Biller states that sex-role preference refers to

. . . an individual's relative desire to adhere to cultural prescriptions and proscriptions of the masculine or feminine role. The concept designates a preferential set toward symbols or representations of sex-role that are socially defined. There is the direct implication of choice or discrimination in such behavior, and a preference for a given role varies in strength from individual to individual. The individual must have, to some extent, an awareness of which of two roles he wishes to pursue (page 253).

Biller (1967) defines sex-role adoption as a "complex pattern of publicly observable behavior, often taking place in the framework of social interaction." The third component of identification is sex-role orientation or the way in which a person consciously and sub-consciously views himself. Bronfenbrenner (1960) also states that identification can be divided into three separate classes of phenomena. (1) "Identi-

fication as behavior" implies that a child behaves in the manner of a model. (2) "Identification as motive" refers to the disposition of a child to act like a model. (3) "Identification as process" refers to the "sequential interplay of forces internal and external which impel the child to take on the characteristics of the parent.

As evidenced by the separate terminology, Biller and Bronfenbrenner view masculinity-femininity research in different ways. Relationships do exist in spite of the semantics. "Identification as behavior" and "sex-role adoption," "identification as process" and "sex-role orientation," and "identification as motive" and "sex-role preference" share many conceptional similarities.

Sigmund Freud (1924), and later Anna Freud, ed. Muuss (1962), suggest that an individual develops a libidinal attachment to the parent of the opposite sex. Freud viewed the son as being in competition with the father for the attentions of the mother. Conversely, the daughter was seen as seeking the sexual and affectional needs of the father in competition with the mother.

Freud most often treated identification as process and he identified two possible alternative developmental mechanisms involved. One is termed anaclitic identification and evolves from a dependent relationship with a loving person; this type is based on a fear of losing that love. The other type is termed aggressive identification and evolves from a dependency relationship with an aggressive person and is based on fear of the aggressor.

Whiting (1959) was instrumental in the development of status envy theory—"where a child competes unsuccessfully with an adult for affection, attention, food, and care, the child will envy the consumer

adult and consequently identify with him."

The power theory of social influence (Maccoby, 1959; Mussen and Distler, 1959; Parsons, 1955) assumes that the individual will identify with the controller of the desired objects rather than the consumer.

Bandura, Ross, and Ross (1963) examined these two theories of behavior with a group of preschoolers. They found that children identify with the source of power when in competition with a consumer for rewards.

The secondary reinforcement theory is an outgrowth of power theory. It states that "as a model mediates the child's rewards (biological and social), the behavioral attitudes of the model are paired repeatedly with positive reinforcement and thus acquire secondary reward value" (Bandura, 1963). A child can then receive positive reinforcement by acting like the behavior of the model.

#### Measurements of Masculine-Feminine Identification

A variety of procedures have been used in attempting to measure the many facets of sex-role identification. Sex-role identification in children has required the evolution of new methods of measurement, because the transference of adult measurements without modification has not been effective.

Sex-role identification and sex-role stability in children seems to be of great importance because of its effect upon socially acceptable adult sex-role functioning. "A theory of sex typing may be constructed on the basis of differential treatment of boys and girls by their mothers (Robert Sears, 1953)."

This is basically due to a difference in discipline and emotional interaction. By the age of three, a child can usually discriminate

between male and female (Brown, 1958). At this time a child begins to identify with the same sex parent (Kagan, 1958). Because of the importance of childhood sex typing, measurements for children will also be included in this review.

The greatest number of instruments have been developed in the realm of sex-role preference, which is the easiest area to examine. Controlled interviews, picture choice, checklists, toy and games choice, and questionnaire items have been used as methods in attempting to examine sex-role preference in masculine-feminine identification.

Research in the area of masculine-feminine identification is not a new area of exploration. Simpson (1935), Hamilton (1929), Freud (1924), Fenichal (1945), Mott (1937), Nimkoff (1942), Rabban (1950), Mowrer (1950) and others were involved in the exploration of parental preference prior to the 1950's.

As early as 1929, Hamilton stated that both men and women expressed preference for parents of the opposite sex. He added that there was more friction present in the mother-daughter relationship than in the mother-son relationship. Although the clinical validity of this work is questionable, it remains an interesting example of early research.

Mott (1937) utilized the Rogers Scale for Maladjustment in her study of mother-father preference of six year olds. Mott found that on all items mothers were chosen in preference to fathers by both boys and girls. When respondents were asked to list the three people they would like to take with them to a desert island and to choose the person they would like to go to the circus with, boys placed their father in first place a higher percentage of the time than did the girls (although still lower than the mothers). On the third item, a larger percentage of the

of the girls placed their fathers in first place than did the boys when rating the immediate family in regard to "person you love the most."

Meltzer (1941), as did Simpson (1935), used interviews in her research. Simpson asked her sample of 500 children aged five to nine years, "Whom do you like best at home?" Meltzer's interview was free association or "loud thinking." The children were asked to speak out the first ten ideas that came to mind for each word. Following a brief pretest, the words "mother" and "father" were given. Results of these two studies were similar. Mothers were preferred by both boys and girls. Mothers were preferred a higher percentage of the time by the sons. Conversely, daughters had a higher percentage of father preference than sons, although the percentage was significantly lower than mother preference scores. Meltzer also found a large frequency of overdependent reactions in girls and rejection fear reactions in boys. Although these studies clearly show parental preference, it seems that they may be transitional because of their use of projective technique.

The most widely used methods of sex-role preference testing have taken the form of "games" of picture or toy choice. Rabban (1950) used paired toys which had been classified as masculine or feminine by graduate students and older school children. He found that boys are more clearly aware of sex appropriate behavior than girls of the middle and working classes. Both boys and girls of the working class are earlier and more clearly aware of the sex-role pattern than boys and girls in the middle class. In contrast to Brown's (1956) and Kagan's (1958) works, Rabban found that three year old boys and girls of both working and middle classes showed incomplete recognition of sex differences and as a group are unaware of any appropriateness of sex type

toy objects. DeLucia (1963) found that boys 30 months to 11 years are more aware of sex appropriate behavior and picture choices than are girls of the same age.

The Starkweather Masculinity-Femininity Test uses a choice situation similar to Rabban's. It, however, is designed so the evaluation of what is masculine and what is feminine is based on the actual choices of the children being tested (Lane, 1971). The Starkweather M-F Test score for each child "indicates the extent to which his choices were those of the other like-sex children participating in this study" (Goldsmith, 1970).

Vener (1966) asked children to choose task and appearance sex linked articles from a suitcase. As the child picked up each of the 44 items, they were asked to tell if it belonged to a "mommy" or a "daddy." They were then asked to choose the five they liked best from all of the items. Vener found that female sex linked articles are more accurately identified than are male articles by both boys and girls of all ages. This, he suggested, may show the significance of the maternal influence during the early years. Boys began to choose a majority of the same sex articles at about four and one-half to five years of age. Girls chose a majority of same sex items at all ages. Older girls chose appearance items as opposed to task items seven of ten times. There was a high correlation between pre-adolescents and adults as to which were masculine and which were feminine items.

Beier and Ratzeburg (1953) studied college students' responses to the Minnesota Multiphasic Personality Inventory (MMPI). The students took the MMPI three times—once for self, once as they thought their father would answer, and once as they thought their mother would answer.

He found that when a boy identifies strongly with the father he ascribes more than average femininity to his mother. Males also assign the mother a significantly higher degree of femininity than female subjects do. Girls with low mother identification view father as more masculine. Overall, females tend to identify more strongly with the mother while the males identify more with the father.

There is a thin line separating the areas of sex-role orientation, sex-role preference, and sex-role adoption. Projection, such as dreams, picture stories and free association interviews are techniques usually found in the research concerned with sex-role orientation. It is felt that projective technique is the most effective method in examining psychological environment beneath the levels of defensive mechanisms and social expectations (Biller, 1967).

The Brown "It" Scale (Brown, 1956) is the most common of these projective tests. The It Scale is composed of pictures of various objects and figures typical of, or associated with the role of one sex in contrast to the other. A card with a child-figure drawing on it, referred to as "It" is used by asking each subject to make choices for "It." Brown found that boys showed a much stronger preference for the masculine role than girls for the feminine role, particularly in all grades below the fifth. He found that girls at the kindergarten level showed a preference pattern characterized by relatively equal preference for the feminine role. In contrast to girls in all lower grade levels, girls in the fifth grade showed a predominant preference for the feminine role (Lynn, 1959). Although some researchers have shown a high construct validity in the Brown It Scale (Freidheim, 1960; Hetherington, 1965; Mussen and Distler, 1959; and Mussen and Rutherford, 1963), this



test has been criticized because the "It" figure resembles a male (Hartup and Zook, 1960; Lansky and McKay, 1963).

Sex-role orientation has been examined through the study of the details of human figure drawings. The Franck Drawing Test (Franck and Rosen, 1949; Lansky, 1964; Miller and Swanson, 1960) is often the instrument used. It has been found to be a useful technique with adolescents and adults, especially when sex-role preference scores are contrasted with sex-role orientation scores (Lansky, 1964; Miller and Swanson, 1960; Machover, 1948; Biller, 1967).

Other researchers who have examined sex-role orientation through use of projective technique are Landreths (1963), Meltzer (1941), Emmerich (1959), and Robert Sears (1953). Structured doll play was another popular technique (Pauline Sears, 1953; Lynn and Sawrey, 1959).

Sex-role adoption involves a more direct method of measurement than does sex-role orientation (Koch, 1956; Sears, Rau, and Rau, 1965; Gray, 1957; Freedheim, 1960; Vroegh, 1968; Goldberg and Lewis, 1969; Dorn, 1970; Kammeyer, 1967). However, in considering sex-role adoption, a number of factors—"his relative assertiveness, competitiveness, independence, and activity directed toward physical prowess and mastery of his environment—should be taken into account" (Biller, 1967). Social learning theory (Bandura and Walters, 1963; Mischel, 1966) found that the child will imitate the source of power (reward giver) in an attempt to gain the rewards.

#### Factors Influencing Identification

Several factors seem to exercise an influence during the identification process. Degree of parental power and dominance (Bronfenbrenner,

1960; Hetherington and Brackbill, 1963; Mussen and Rutherford, 1963; Elder, 1963; Biller, 1967), amount of parental affection and nurturance (Fish, 1969; Lynn and Sawrey, 1959), method of discipline by the parent(s), social class (Bing, 1963), sibling composition of the family (Sutton-Smith, Rosenberg, and Landry, 1968), parents confidence in his own sexual identity (Benson, 1968) and other factors have been identified as influences of the development of sex-role. Parental presence or absence during childhood also effects the development of sex-role identity.

Perceived feelings of affection by the children seems to be the most important factor concerned in the development of sex-role identification (Pauline Sears, 1953; Mowrer, 1950; Stoke, 1950; Mussen and Distler, 1959). Kagan and Lemkin (1960) studied children three to eight years old and found that: (1) Children saw the father as more confident, more punitive, and more fear arousing than the mother. (2) Girls would like to be "like" the mother, but view the father as the wiser and stronger of the two. (3) Girls see the father as being more affectionate, but also more punitive. (4) Both girls and boys view the mother as the "nicer" parent in a present giving, nurturant sense. (5) Girls liked best and wanted to be like the mothers and, boys liked best and wanted to be like the fathers.

Livson (1966) found that significantly more sons than daughters showed high involvement with their fathers rather than with their mothers. Daughters, significantly more often than sons, were strongly involved with their mothers. Johnson (1963) stresses the importance of a father to a daughter's normal sex-role development. He also notes the importance of the father in the acquisition of appropriate sex-role

identification for the son.

Pauline Sears (1953) found that five year old boys identified more strongly with the masculine sex-role if their fathers were perceived as warm and affectionate. It seems that the warmth of all of the family interrelationships are important to the child's sex-role development. Brazelton (1970) feels that a girl learns her role in a heterosexual relationship by observing the interaction between her parents. Lansky (1961) found that girls who were critical of their fathers had low mother identification.

Affection is related to discipline in the process of sex-role development (Elder, 1963). Slater (1961) suggested that it is a combination of both nurturance and firm discipline that is most conducive to identification. Mussen and Distler (1959) in a sample of kindergarten boys, found that these children tended to identify more with their fathers when they were viewed as a source of reward and punishment. Granlund and Knowles (1969) found underachievers had significantly lower masculine identification than did the so-called achievers.

Biller (1967) felt that sex-role orientation was the level at which the child was most affected by father absence. It is important to the appropriate sex-role development of both males and females to have role models present in the home. Opposite sex parents seem to have some influence upon the acceptance or rejection of the same sex model.

A review of the literature has shown that identification is a difficult term to define. Apparently appropriate sex-role development is a multifaceted process. Theories of sex-role range from the belief that opposite sex identification is necessary to achieve appropriate sex-role to a feeling that same sex identification is all that is

necessary for correct sexual identification. Probably, the truth is somewhere between these two divergent points.

Identification has been difficult to measure because there are at least three separate divisions. Sex-role preference (parental preference) is the area in which most of the testing has taken place. However, the situational nature of many preference responses has not been considered in the past. This paper attempts to do this.

## CHAPTER III

### PROCEDURE

#### Selection of Subjects

The subjects for this study were selected from Oklahoma State University students enrolled in Marriage courses in the Family Relations and Child Development Department and from Comparative Family Systems and American Family classes in the Department of Sociology. Additional male samples were obtained by asking undergraduates residing in a large apartment complex to participate. A total sample of 226 undergraduate students from two parent homes was obtained through questionnaire administration.

#### Description of the Subjects

Thirty per cent of the respondents were male, and 69 per cent were female. Ages of the respondents ranged from 18 years to 32, with the largest number (55.45%) falling in the 19-20 year category, and the smallest number, (1.36%) in the 25 and over category.

The largest percentage of the subjects (47.74%) had a grade point average of 2.6-3.2. The greatest proportion of respondents resided in a small town of under 25,000 population.

The largest percentage of the subjects (48.04%) described the relationship with their father during childhood as being of average closeness. However, the closeness of the mother-child relationship was most often

(53.59%) described as above average. The subjects perceived their parent's marital relationship to be emotionally close the majority of the time (74.24%). See Table I for information concerning the subjects.

TABLE I  
CHARACTERISTICS OF THE SUBJECTS

Variable	Classification	No.	%
Sex	Male	65	30.52
	Female	148	69.48
Age	18	11	5.00
	19-20	122	55.45
	21-22	73	33.18
	23-24	11	5.00
	25 and over	3	1.36
Grade Point Average	3.3-4.0	61	30.65
	2.6-3.2	95	47.74
	2.0-2.5	37	18.59
	0.0-2.0	5	2.51
Residence	On a Farm or in the Country	36	18.95
	In Small Town, Under 25,000	61	32.11
	City of 25,000-50,000	35	18.42
	City of 50,000-100,000	20	10.53
	City of Over 100,000	38	20.00
Relationship With Father	Above Average	83	40.69
	Average	98	48.04
	Below Average	23	11.27
Relationship With Mother	Above Average	112	53.59
	Average	94	44.98
	Below Average	3	1.44
Perceived Closeness of the Parental Relationship	Yes (Close)	147	74.24
	No (Not Close)	33	16.67
	Unable to Determine	17	8.59

### Parental Preference Test

The Parental Preference Test is a 50-item fixed-alternative questionnaire. This test presented brief life-like situations, and the subject was instructed to choose either his mother or his father to share in this activity with him. The respondent chose either mother or father in response to the various situations.

The answers were scored by adding the number of father responses of each subject and the number of mother responses of each subject. The parental preference score is a double score—father preference score and mother preference score.

As an indication of the validity of the items in the Parental Preference Test, they were presented to a panel of four family life specialists. The judges were asked to evaluate the items in terms of clarity, simplicity, and appropriateness of content. Items on the Parental Preference Test had been designated (by a panel of graduate students) as falling into a group that was primarily activity-oriented or as a situation where verbal communication was the key factor. All items that did not fall unanimously into either the communication or activity categories were not included in this section of data analysis. Items designated as activity situations were numbers 1, 3, 4, 9, 11, 15, 20, 32, 34, and 35. Communication items included items number 2, 7, 8, 10, 14, 22, 26, 27, 30, and 42. These are labeled on Table II in Chapter IV, page

### Hypotheses

Specifically, the purposes of this study were to examine the following null hypotheses:

1. There is no significant difference in parental preference scores according to each of the following: (a) sex; (b) age; (c) place of residence; (d) grade point average; (e) closeness of mother-subject relationship during childhood; (f) closeness of father-subject relationship during childhood; (g) decision making parent in the family; (h) dominant parent in the family; and (i) warmth and affection of parent.
2. There is no significant difference in parental preference scores in relation to: (a) desire to emulate parent and (b) belief that subject thinks and behaves like parent.
3. There is no significant correlation between the mother-father responses to the communication-oriented items and the activity-oriented items on the Parental Preference Test.

#### Analysis of Data

The chi square test was employed in obtaining an index of validity on the items in the Parental Preference Test, in which the significance of difference was ascertained between those subjects scoring in the upper quartile and lower quartile on the basis of the father preference scores. Male and female responses were analyzed separately.

A percentage and frequency count was used to describe the background characteristics of the subjects and to describe responses to each of the items in the Parental Preference Test.

An analysis of variance was used to examine the following hypotheses:

1. There is no significant difference in parental preference scores of the Parental Preference Test classified according to each of the following: (1) age; (2) sex; (3) closeness of father/child relation-



ship during childhood; (4) closeness of mother/child relationship; (5) dominant parent in the home; (6) parent showing the most warmth and affection; (7) grade point average; and, (8) place of residence for the major part of life.

2. There is no significant difference in parental preference according to: (1) the parent that the subject would prefer to "be like" and (2) the parent that the subject believes that he actually behaves and thinks similarly to.

A Pearson  $r$  was used to examine the relationship between mother-father responses to the communication-oriented items and the activity-oriented items.

A two-tailed  $t$ -test was utilized to ascertain the difference of mean scores on the mother preference scores with respect to sex, decision making parent in the family, dominant parent in the family, and most warm and affectionate parent in the family. This was also done with the father preference scores in relation to the above variables.

## CHAPTER IV

### RESULTS

#### Item Analysis

Utilizing a chi square test, 44 of the 50 items on the Parental Preference Test were found to be, for the females, significantly discriminating at the .05 level as indicated in Table II. Twenty of the 50 items on the Parental Preference Test answered by the males were found to be significantly discriminating at the .05 level as indicated in Table II. This table also indicates which items were activity-oriented and which were considered to be communication-oriented.

#### Male-Female Responses to the Parental Preference Test

The number and classification of responses of male and female subjects is shown on Table III. Percentage of responses is also included. Females preferred the mother more often than the males preferred the mother. And, males preferred the father more often than the females preferred the father. But, no apparent preference pattern seems to emerge regarding the content of the individual questions.

TABLE II

CHI VALUES USED TO REFLECT ITEMS OF THE PARENTAL PREFERENCE  
TEST WHICH DISCRIMINATE BETWEEN THE UPPER AND LOWER  
QUARTILES OF FATHER PREFERENCE SCORES

	Question	Sex	df	Chi Value
1.	You are going on a picnic. You would prefer to go with your (M) (F). <sup>1</sup>	Male	2	12.91**
		Female	2	23.51***
2.	You have just read a book. You prefer to discuss it with your (M) (F). <sup>2</sup>	Male	2	5.57****
		Female	2	14.84***
3.	You have won a trip to Europe. The rules say that you may take only one parent. You will take your (M) (F). <sup>1</sup>	Male	2	3.14****
		Female	2	21.35***
4.	You would rather go bicycle riding with your (M) (F). <sup>1</sup>	Male	2	5.25****
		Female	2	11.60**
5.	You would prefer to go to a circus with your (M) (F).	Male	2	4.63****
		Female	2	23.40***
6.	You have just received a speeding ticket and must borrow money to pay it. You would prefer to borrow this money from your (M) (F).	Male	2	2.18****
		Female	2	4.38****
7.	You have the money to pay the speeding ticket, but you would tell your (M) (F) about it first. <sup>2</sup>	Male	2	1.45****
		Female	2	8.81*
8.	You have been accused of cheating and the authorities say that one parent must be informed. You will tell your (M) (F). <sup>2</sup>	Male	2	6.17*
		Female	2	18.80***
9.	You would prefer to work in the garden with your (M) (F). <sup>1</sup>	Male	2	2.14****
		Female	2	10.93**
10.	You are getting married and have only one dime with which to call your (M) (F). <sup>2</sup>	Male	1	3.46****
		Female	2	15.33***
11.	You would prefer to clean the basement with your (M) (F). <sup>1</sup>	Male	1	3.46****
		Female	2	19.31***
12.	You would prefer to go to a movie with your (M) (F).	Male	2	6.53*
		Female	2	23.39***

TABLE II (CONTINUED)

	Question	Sex	df	Chi Value
13.	As a result of premarital intercourse, a pregnancy has occurred. You would first tell your (M) (F).	Male Female	2 1	3.23**** 5.62*
14.	You have had an argument with a friend. You would prefer to have your (M) (F) help settle this.	Male Female	2 2	4.50**** 14.89***
15.	You would prefer to play cards with your (M) (F). <sup>1</sup>	Male Female	2 2	6.02* 7.59*
16.	You have one ticket for graduation. You would ask your (M) (F) to attend.	Male Female	2 2	8.98* 20.13***
17.	You have just learned that you have a very serious illness. You would want your (M) (F) to know first.	Male Female	2 2	8.91* 24.24***
18.	You prefer to attend a funeral of a family friend with your (M) (F).	Male Female	2 2	2.14**** 16.55***
19.	You have some new clothes and you are anxious to see if your (M) (F) approves of your purchase.	Male Female	2 2	1.04**** 1.12****
20.	You prefer to cook at a cookout with your (M) (F). <sup>1</sup>	Male Female	2 2	8.82* 26.50***
21.	Your friend has been killed in an accident and you feel a need to talk about it. You would prefer to talk with your (M) (F).	Male Female	1 2	21.89*** 8.76*
22.	You are choosing a college and you prefer to ask your (M) (F) for help in making your decision. <sup>2</sup>	Male Female	2 2	6.07* 18.78***
23.	You are going on your first airplane ride and you are quite frightened. You prefer to have your (M) (F) with you.	Male Female	2 2	6.02* 14.56***
24.	Your parents are separated this Christmas. You would rather spend Christmas with your (M) (F).	Male Female	2 2	11.36** 19.88***
25.	You have just been arrested for possession of marijuana. You prefer to call your (M) (F) first.	Male Female	2 2	8.57* 23.59***

TABLE II (CONTINUED)

	Question	Sex	df	Chi Value
26.	You have been elected to a club office. You would want your (M) (F) to know first.	Male Female	2 2	6.93* 8.70*
27.	You have flunked out of school. You pre- fer to explain this to your (M) (F). <sup>2</sup>	Male Female	2 2	2.03**** 12.76**
28.	You have a difficult school assignment. You would go to your (M) (F) for help.	Male Female	2 2	4.89**** 21.07***
29.	You are changing your religion from that of your parents. You will tell (M) (F) first.	Male Female	2 2	1.22**** 5.52****
30.	You can't decide which job to take. You prefer to discuss this decision with your (M) (F).	Male Female	2 2	3.31**** 32.82***
31.	You have just had the most memorable moment of your life occur. You prefer to share it with your (M) (F).	Male Female	1 1	12.52*** 10.38***
32.	You would prefer to go swimming with your (M) (F). <sup>1</sup>	Male Female	1 1	5.24* 21.82***
33.	Your parents are getting a divorce. You prefer to live with your (M) (F).	Male Female	1 2	18.29*** 18.49***
34.	You would rather go skiing with your (M) (F). <sup>1</sup>	Male Female	1 1	10.67** 21.94***
35.	You are going on a historical tour. You prefer to go with your (M) (F). <sup>1</sup>	Male Female	1 1	.51**** 20.18***
36.	You wish that your parent meet with your favorite instructor. You would rather this parent be your (M) (F).	Male Female	1 1	10.16** 31.23***
37.	You prefer to plan a budget with your (M) (F).	Male Female	1 1	3.14**** 14.25***
38.	You would prefer to dine in an expensive restaurant with your (M) (F).	Male Female	1 1	2.33**** 22.18***
39.	You would prefer to work on a hobby with your (M) (F).	Male Female	1 1	3.28**** 19.69***

TABLE II (CONTINUED)

	Question	Sex	df	Chi Value
40.	You would prefer to design a house with your (M) (F).	Male Female	1 1	0.00**** 15.08***
41.	You are learning to drive a car. You prefer that your (M) (F) teach you.	Male Female	1 2	.24**** 13.31**
42.	You have a question about sex. You would go to your (M) (F) for an answer. <sup>2</sup>	Male Female	2 2	5.41**** 10.06**
43.	You would prefer to go for a walk in the country with your (M) (F).	Male Female	2 2	5.79**** 21.77***
44.	You would rather attend a political debate with your (M) (F).	Male Female	2 2	2.45**** 11.41**
45.	You have planned a surprise for a family member. You prefer to share this secret with your (M) (F).	Male Female	2 2	1.71**** 4.72****
46.	You have just heard a joke. You would rather tell your (M) (F).	Male Female	2 2	11.13** 19.62***
47.	You have a splinter in your toe that you can't reach. You would rather ask your (M) (F) to remove it.	Male Female	2 2	5.93**** 7.35*
48.	You prefer that your (M) (F) help you choose a pet.	Male Female	2 2	5.32**** 5.27****
49.	You would prefer to go out for a coke or coffee with your (M) (F).	Male Female	2 2	15.86*** 21.85***
50.	You would prefer to go shopping with your (M) (F).	Male Female	2 2	1.29**** 1.80****

<sup>1</sup>Indicates activity questions.

<sup>2</sup>Indicates communication questions.

\*Significant at the .05 level.

\*\*Significant at the .01 level.

\*\*\*Significant at the .001 and beyond.

\*\*\*\*No significance.

TABLE III

FREQUENCY AND PERCENTAGE OF RESPONSES BY SEX TO THE ITEMS OF THE PARENTAL PREFERENCE TEST

Question	Description	Mother Preference		Father Preference		No Response	
		N	%	N	%	N	%
1. You are going on a picnic. You would prefer to go with your (M) (F).	Male	38	47.7	30	46.2	04	6.2
	Female	88	59.5	48	32.4	12	8.1
2. You have just read a book. You prefer to discuss it with your (M) (F).	Male	30	46.2	28	43.1	06	9.2
	Female	82	55.4	53	35.8	13	8.8
3. You have won a trip to Europe. The rules say that you may take only one parent. You will take your (M) (F).	Male	37	56.9	21	32.3	07	10.8
	Female	96	64.9	34	23.0	18	12.2
4. You would rather go bicycle riding with your (M) (F).	Male	24	37.0	35	53.8	06	9.2
	Female	65	44.0	69	46.6	14	9.5
5. You would prefer to go to a circus with your (M) (F).	Male	16	24.6	46	70.8	03	4.6
	Female	49	33.1	88	59.5	11	7.4
6. You have just received a speeding ticket and must borrow money to pay it. You would prefer to borrow this money from your (M) (F).	Male	22	33.8	41	63.1	02	3.1
	Female	64	43.2	80	54.1	04	2.7
7. You have the money to pay the speeding ticket, but you would tell your (M) (F) about it first.	Male	41	63.1	22	33.8	02	3.1
	Female	102	68.9	42	28.4	04	2.7
8. You have been accused of cheating and the authorities say that one parent must be informed. You will tell your (M) (F).	Male	28	43.1	33	50.8	04	6.2
	Female	97	65.5	42	28.4	09	6.1

TABLE III (CONTINUED)

Question	Description	Mother Preference		Father Preference		No Response	
		N	%	N	%	N	%
9. You would prefer to work in the garden with your (M) (F).	Male	30	46.2	32	49.2	03	4.6
	Female	80	54.1	65	44.0	03	2.0
10. You are getting married and have only one dime with which to call your (M) (F).	Male	43	66.2	21	32.3	01	1.5
	Female	110	74.3	34	23.0	04	2.7
11. You would prefer to clean the basement with your (M) (F).	Male	23	35.4	41	63.1	—	—
	Female	79	53.4	60	40.6	09	6.1
12. You would prefer to go to a movie with your (M) (F).	Male	33	50.8	31	47.7	02	3.1
	Female	103	69.6	41	27.7	04	2.7
13. As a result of premarital intercourse, a pregnancy has occurred. You would first tell your (M) (F).	Male	17	26.2	45	69.2	03	4.6
	Female	117	79.1	30	20.3	01	0.7
14. You have had an argument with a friend. You would prefer to have your (M) (F) help settle this.	Male	30	46.2	31	47.7	04	6.2
	Female	124	83.8	21	14.2	03	2.0
15. You would prefer to play cards with your (M) (F) as your partner.	Male	18	27.7	44	67.7	03	4.6
	Female	55	37.1	86	58.1	07	4.7
16. You have one ticket for graduation. You would ask your (M) (F) to attend.	Male	46	70.8	15	23.1	04	6.2
	Female	91	61.5	51	34.5	06	4.0
17. You have just learned that you have a very serious illness. You would want your (M) (F) to know first.	Male	24	37.0	40	61.5	01	1.5
	Female	91	61.5	52	35.1	04	2.7



TABLE III (CONTINUED)

Question	Description	Mother Preference		Father Preference		No Response	
		N	%	N	%	N	%
18. You prefer to attend a funeral of a family friend with your (M) (F).	Male	28	43.1	34	52.3	03	4.6
	Female	101	68.2	38	25.7	08	5.4
19. You have some new clothes and you are anxious to see if your (M) (F) approves of your purchase.	Male	53	81.5	11	16.9	01	4.6
	Female	128	86.5	18	12.2	02	1.4
20. You prefer to cook at a cookout with your (M) (F).	Male	25	38.5	33	50.8	02	3.1
	Female	60	40.5	85	57.4	03	2.0
21. Your friend has been killed in an accident and you feel a need to talk about it. You would prefer to talk with your (M) (F).	Male	39	60.0	26	40.0	—	—
	Female	118	79.7	25	16.9	05	3.4
22. You are choosing a college and you prefer to ask your (M) (F) for help in making your decision.	Male	12	18.5	52	80.0	01	1.5
	Female	50	33.8	90	60.8	08	5.4
23. You are going on your first airplane ride and you are quite frightened. You prefer to have your (M) (F) with you.	Male	14	21.5	47	72.3	04	6.2
	Female	47	31.8	91	61.5	10	6.8
24. Your parents are separated this Christmas. You would rather spend Christmas with your (M) (F).	Male	44	67.7	15	23.1	06	9.2
	Female	98	66.2	34	23.0	16	8.1
25. You have just been arrested for possession of marijuana. You prefer to call your (M) (F) first.	Male	22	33.8	39	60.0	04	6.2
	Female	88	59.5	51	34.5	09	6.1
26. You have been elected to a club office. You would want your (M) (F) to know first.	Male	38	58.5	25	38.5	02	3.1
	Female	116	78.4	23	15.6	08	5.4

TABLE III (CONTINUED)

Question	Description	Mother Preference		Father Preference		No Response	
		N	%	N	%	N	%
27. You have flunked out of school. You prefer to explain this to your (M) (F).	Male	30	46.2	31	47.7	04	6.2
	Female	86	58.1	51	34.5	16	10.8
28. You have a difficult school assignment. You would go to your (M) (F) for help.	Male	18	27.7	40	61.5	07	10.8
	Female	50	33.8	78	52.7	20	13.5
29. You are changing your religion from that of your parents. You will tell (M) (F) first.	Male	33	50.8	28	43.1	04	6.2
	Female	103	69.6	39	26.4	06	4.1
30. You can't decide which job to take. You prefer to discuss this decision with your (M) (F).	Male	05	8.6	51	87.9	02	3.4
	Female	43	32.6	177	58.3	12	9.1
31. You have just had the most memorable moment of your life occur. You prefer to share it with your (M) (F).	Male	37	67.3	16	29.1	02	3.6
	Female	126	89.4	13	9.2	02	1.4
32. You would prefer to go swimming with your (M) (F).	Male	08	14.5	47	85.5	—	—
	Female	66	46.1	75	52.4	02	1.4
33. Your parents are getting a divorce. You prefer to live with your (M) (F).	Male	29	52.7	24	43.6	02	3.6
	Female	100	69.9	37	25.9	06	4.2
34. You would rather go skiing with your (M) (F).	Male	06	10.9	49	89.1	—	—
	Female	53	36.3	90	61.7	03	1.3
35. You are going on a historical tour. You prefer to go with your (M) (F).	Male	35	63.6	20	36.4	—	—
	Female	87	60.4	53	36.7	04	2.7

TABLE III (CONTINUED)

Question	Description	Mother Preference		Father Preference		No Response	
		N	%	N	%	N	%
36. You wish that your parent meet with your favorite instructor. You would rather this parent be your (M) (F).	Male	27	49.1	28	50.9	—	—
	Female	91	64.0	50	34.4	04	2.8
37. You prefer to plan a budget with your (M) (F).	Male	20	35.7	35	63.7	01	1.8
	Female	60	42.0	79	55.2	04	2.8
38. You would prefer to dine in an expensive restaurant with your (M) (F).	Male	36	63.2	19	34.0	02	3.5
	Female	71	49.7	71	49.7	01	.6
39. You would prefer to work on a hobby with your (M) (F).	Male	07	12.7	47	85.5	01	1.8
	Female	85	59.4	57	39.9	01	.6
40. You would prefer to design a house with your (M) (F).	Male	17	30.4	38	67.8	01	1.7
	Female	88	60.2	57	39.0	01	.6
41. You are learning to drive a car. You prefer that your (M) (F) teach you.	Male	09	16.4	46	83.6	—	—
	Female	46	83.6	94	65.7	03	2.0
42. You have a question about sex. You would go to your (M) (F) for an answer.	Male	12	21.8	42	76.4	01	1.8
	Female	130	90.9	10	7.0	03	2.1
43. You would prefer to go for a walk in the country with your (M) (F).	Male	24	48.0	26	52.0	—	—
	Female	67	46.9	69	48.2	07	4.9
44. You would rather attend a political debate with your (M) (F).	Male	11	20.0	44	80.0	—	—
	Female	37	25.9	105	73.4	01	.6

TABLE III (CONTINUED)

Question	Description	Mother Preference		Father Preference		No Response	
		N	%	N	%	N	%
45. You have planned a surprize for a family member. You prefer to share this secret with your (M) (F).	Male	11	20.0	44	80.0	—	—
	Female	136	95.1	03	2.1	04	2.8
46. You have just heard a joke. You would rather tell your (M) (F).	Male	15	27.3	40	72.7	—	—
	Female	76	53.1	63	44.1	04	2.8
47. You have a splinter in your toe that you can't reach. You would rather ask your (M) (F) to remove it.	Male	39	71.0	16	29.1	—	—
	Female	99	69.2	40	28.0	04	2.8
48. You prefer that your (M) (F) help you choose a pet.	Male	27	49.1	27	49.1	01	1.8
	Female	75	52.0	68	46.9	02	1.4
49. You would prefer to go out for a coke or coffee with your (M) (F).	Male	21	38.2	32	58.2	02	3.6
	Female	103	71.5	37	25.7	04	2.8
50. You would prefer to go shopping with your (M) (F).	Male	34	61.8	20	36.4	01	1.9
	Female	06	4.2	130	91.0	07	2.7

Examination of Hypotheses and  
Presentation of Results

Hypothesis A. There is no significant difference in father preference scores classified according to age.

As Table IV indicates, there was a significant difference at the .05 level in father preference scores classified according to age for males. However, the null hypothesis was held tenable with regard to females. It should be noted that the number of respondents in the 25 and over category was limited.

TABLE IV  
F SCORE REFLECTING RELATIONSHIP OF FATHER  
PREFERENCE SCORE WITH AGE

Description	N	%	$\bar{X}$	F	Level of Sig.
<u>Age of Males</u>					
18 and under	02	3.2	12.00	3.16	.05
19-20	16	25.8	28.43		
21-22	33	53.2	28.06		
23-24	09	14.5	26.44		
25 and over	02	3.2	31.50		
<u>Age of Females</u>					
18 and under	09	6.2	23.88	.98	n.s.
19-20	96	65.8	19.13		
21-22	39	26.7	18.33		
23-24	01	.7	26.00		
25 and over	01	.7	19.00		

Hypothesis B. There is no significant difference in father preference scores classified according to parent that subjects would prefer to be like.

The one-way analysis of variance was used and an F score of 5.35 was obtained, which was significant at the .01 level, when the relationship of father preference scores was examined according to parent that the subject would prefer to be "most like." As shown in Table V, males with high father preference scores preferred to be like their fathers. This finding, high father preference scores significantly related to preference to "be like" the father, was also true of females. It was significant beyond the .001 level.

TABLE V

F SCORE REFLECTING RELATIONSHIP OF FATHER PREFERENCE SCORES TO  
PARENT STUDENTS WOULD PREFER TO BE MOST LIKE

Description	N	%	$\bar{X}$	F	Level of Sig.
<u>Parental Preference of Males</u>					
Father	18	17.0	31.61	5.35	.01
Mother	05	4.7	22.20		
Both Equally	22	20.8	26.95		
Neither	08	7.5	23.37		
<u>Parental Preference of Females</u>					
Father	27	21.6	27.74	16.21	.001
Mother	31	24.8	13.93		
Both Equally	54	43.2	18.31		
Neither	13	10.4	12.50		

Hypothesis C. There is no significant difference in father preference scores classified according to the parent that the subjects believe they think and behave most like.

Utilizing a one-way analysis of variance, male and female F scores were computed separately. This hypothesis was rejected for the females at the .01 level when the relationship of father preference scores and the parent that the student felt that they behaved "most like" was examined. The hypothesis was not rejected for males.

An F score of 7.42, significant at the .001 level, was obtained for females by using a one-way analysis of variance. A significant relationship existed among females between high father preference scores and believing that they thought like their fathers. This hypothesis was not found to be significant for males. Results are shown in Tables VI and VII.

Hypothesis D. There is no significant difference in mother preference scores classified according to the degree of closeness of the relationship with the mother during childhood.

As Table VIII indicates, no significant difference for either males or females was obtained. The hypothesis was held tenable because no significant relationship existed between mother preference scores and closeness of the mother-child relationship.

Hypothesis E. There is no significant difference in father preference scores classified according to the degree of closeness of the relationship with the mother during childhood.

When the one-way analysis of variance was used to examine this hypothesis, F scores of 1.22 (males) and 1.46 (females) were obtained.

TABLE VI

F SCORE REFLECTING RELATIONSHIP OF FATHER PREFERENCE SCORES  
WITH PARENT THAT STUDENTS BELIEVE THEY BEHAVE MOST LIKE

Description	N	%	$\bar{X}$	F	Level of Sig.
<u>Males Behave</u>					
<u>Most Like</u>					
Father	25	47.2	28.40	0.49	n.s.
Mother	06	11.3	25.33		
Both Equally	15	28.3	27.13		
Neither	07	13.2	26.00		
<u>Females Behave</u>					
<u>Most Like</u>					
Father	27	21.1	23.48	3.88	.01
Mother	66	51.6	16.89		
Both Equally	29	22.7	20.62		
Neither	06	4.5	20.00		

TABLE VII

F SCORE REFLECTING RELATIONSHIP OF FATHER PREFERENCE SCORES  
TO PARENT STUDENTS BELIEVE THEY THINK MOST LIKE

Description	N	%	$\bar{X}$	F	Level of Sig.
<u>Males Think</u>					
<u>Most Like</u>					
Father	30	43.5	28.93	1.85	n.s.
Mother	12	17.4	23.75		
Both Equally	13	18.9	28.23		
Neither	14	20.3	16.85		
<u>Females Think</u>					
<u>Most Like</u>					
Father	32	24.1	24.75	7.42	.001
Mother	57	42.9	16.17		
Both Equally	30	22.6	20.36		
Neither	14	10.5	16.85		



TABLE VIII

F SCORE REFLECTING RELATIONSHIP OF MOTHER PREFERENCE SCORES  
AND DEGREE OF CLOSENESS OF RELATIONSHIP WITH MOTHER

Description	N	%	$\bar{X}$	F	Level of Sig.
<u>Closeness of Male-</u> <u>Mother Relationship</u>					
Above Average	29	47.5	23.79	1.20	n.s.
Average	32	52.5	21.71		
Below Average	00	<u>      </u>	<u>      </u>		
<u>Closeness of Female-</u> <u>Mother Relationship</u>					
Above Average	76	54.3	31.50	1.47	n.s.
Average	61	43.6	30.16		
Below Average	03	2.1	24.00		

TABLE IX

F SCORE REFLECTING RELATIONSHIP OF FATHER PREFERENCE SCORES  
AND TO DEGREE OF CLOSENESS OF RELATIONSHIP WITH MOTHER

Description	N	%	$\bar{X}$	F	Level of Sig.
<u>Closeness of Male-</u>					
<u>Mother Relationship</u>					
Above Average	29	47.5	25.96	1.22	n.s.
Average	32	52.5	21.06		
Below Average	—	—	—		
<u>Closeness of Female-</u>					
<u>Mother Relationship</u>					
Above Average	76	54.3	18.43	1.46	n.s.
Average	61	43.6	19.73		
Below Average	03	2.1	26.00		

These scores did not reflect significant differences. There was not a statistically significant positive relationship between parental closeness during childhood and father preference scores as shown in Table IX.

Hypothesis F. There is no significant difference in parental preference scores classified according to place of residence and grade-point average.

This hypothesis was held tenable. A one-way analysis of variance was used to examine this hypothesis. Results are shown in Tables X and XI.

Hypothesis G. There is no significant relationship between father preference scores and communication and activity responses.

A Pearson Product-Moment Correlation was used to examine the relationship between the father preference scores of all of the subjects and their responses on questions which had been predetermined as being of a communication or an activity nature. No significant relationships existed. The total number of subjects' responses indicating that they would prefer to perform the selected activity with their mother was 1,018. The sum of the father activity responses was 1,131. The total number of mother communication responses was 1,284 and the total number of father communication responses was 847. The hypothesis was held tenable.

Hypothesis H. There is no significant difference in father preference scores according to the dominant parent in the family.

As Table XIII indicates, there was no significant difference in father preference scores according to the dominant parent in the subject's family. A t-value of .70 for males and 1.65 for females was obtained, neither of which was significant.

TABLE X

F SCORE REFLECTING RELATIONSHIP OF FATHER PREFERENCE SCORES  
CLASSIFIED ACCORDING TO PLACE OF RESIDENCE

Description	N	%	$\bar{X}$	F	Level of Sig.
<u>Residence</u>					
On a Farm or in Country	20	16.5	19.55	0.98	n.s.
Small Town Under 25,000	36	29.8	17.52		
City of 25,000-50,000	25	20.7	18.40		
City of 50,000-100,000	16	13.2	19.18		
City of Over 100,000	24	19.8	24.87		

TABLE XI

F SCORES REFLECTING RELATIONSHIP OF FATHER PREFERENCE SCORES  
CLASSIFIED ACCORDING TO GRADE-POINT AVERAGE

Description	N	%	$\bar{X}$	F	Level of Sig.
<u>Grade-Point for Males</u>					
3.3-4.0	10	17.0	26.50	2.54	n.s.
2.6-3.2	34	57.7	28.82		
2.0-2.5	13	22.0	27.00		
0-2.0	02	3.4	15.00		
<u>Grade-Point for Females</u>					
3.3-4.0	48	36.1	18.00	1.17	n.s.
2.6-3.2	59	44.4	20.40		
2.0-2.5	24	18.0	19.33		
0-2.0	02	1.5	10.50		

TABLE XII

PEARSON PRODUCT-MOMENT CORRELATION BETWEEN ACTIVITY  
AND COMMUNICATION QUESTIONS IN RELATION TO  
FATHER AND MOTHER RESPONSES

	Mother Activity r	Father Activity r	Mother Communication r	Father Communication r	$\bar{X}$
Mother Activity		-1.00	0.293	0.254	4.50
Father Activity	-1.00		0.258	0.323	5.00
Mother Communication	0.292	0.257		-1.00	5.68
Father Communication	0.254	0.324	-1.00		3.75

TABLE XIII

t-TEST VALUES REFLECTING THE DIFFERENCE OF FATHER  
PREFERENCE SCORES CLASSIFIED ACCORDING TO  
DOMINANT PARENT IN THE FAMILY

Description	N	$\bar{X}$	STD	df	t	Level of Sig.
<u>Males</u>						
Father Dominance	39	27.82	7.225	57	.703	n.s.
Mother Dominance	20	26.35	8.311			
<u>Females</u>						
Father Dominance	75	18.24	8.053	133	1.653	n.s.
Mother Dominance	60	20.62	8.596			

Hypothesis I. There is no significant difference in mother preference scores classified according to the dominant parent in the family.

Examination of this hypothesis, as demonstrated in Table XIV yielded no significant difference when a t-test was applied. The hypothesis was held tenable for both sexes.

Hypothesis J. There is no significant difference in father preference scores classified according to the perceived warmth and affection of the parents.

Examination of this hypothesis, as demonstrated in Table XV yielded no significant difference for male subjects on father preference scores classified according to the perceived level of warmth and affection of their parents. This hypothesis was rejected for females. Utilizing a t-test, a .001 level of significance was obtained.

Hypothesis K. There is no significant difference in mother preference scores classified according to the perceived warmth and affection of the parents.

As Table XVI indicates, examination of this hypothesis yielded a t-value of 4.02 for females which was significant at the .001 level. There was no significant difference in the father preference scores of males classified according to the warmth and affection of the parents.

Hypothesis L. There is no significant difference in parental preference scores classified according to sex of the respondents.

Both mother and father preference scores are significantly related to the sex of the respondents at the .001 level. Females have significantly higher mother preference scores and males have significantly higher father preference scores. A t-test was utilized in testing this hypothesis and the findings are included in Table XVII.

TABLE XIV

t-TEST VALUES REFLECTING THE DIFFERENCE OF MOTHER  
PREFERENCE SCORES CLASSIFIED ACCORDING TO  
DOMINANT PARENT IN THE FAMILY

Description	N	$\bar{X}$	STD	df	t	Level of Sig.
<u>Males</u>						
Father Dominance	39	21.95	7.27	57	.7200	n.s.
Mother Dominance	20	23.45	8.17			
<u>Females</u>						
Father Dominance	75	31.65	8.07	133	1.615	n.s.
Mother Dominance	60	29.33	8.55			

TABLE XV

t-TEST VALUES REFLECTING THE DIFFERENCE OF FATHER  
PREFERENCE SCORES CLASSIFIED ACCORDING TO  
PERCEIVED WARMTH AND AFFECTION

Description	N	$\bar{X}$	STD	df	t	Level of Sig.
<u>Males</u>						
Father Warmth	03	29.00	6.25	62	.4028	n.s.
Mother Warmth	61	26.93	7.11			
<u>Females</u>						
Father Warmth	19	25.95	2.22	139	3.994	.001
Mother Warmth	122	18.08	.68			

TABLE XVI

t-TEST VALUES REFLECTING THE DIFFERENCE OF MOTHER  
PREFERENCE SCORES CLASSIFIED ACCORDING TO  
PERCEIVED WARMTH AND AFFECTION

Description	N	$\bar{X}$	STD	df	t	Level of Sig.
<u>Males</u>						
Father Warmth	03	21.00	6.25	62	.44	n.s.
Mother Warmth	61	22.84	7.10			
<u>Females</u>						
Father Warmth	19	23.95	9.71	139	4.02	.001
Mother Warmth	122	31.84	7.68			

TABLE XVII

t-TEST VALUES REFLECTING THE DIFFERENCE OF PARENTAL  
PREFERENCE CLASSIFIED ACCORDING TO SEX

Description	N	$\bar{X}$	STD	df	t	Level of Sig.
<u>Mother Preference Scores</u>						
Males	65	22.50	7.24	211	6.86	.001
Females	148	30.65	8.27			
<u>Father Preference Scores</u>						
Males	65	27.27	7.26	211	6.73	.001
Females	148	19.27	8.28			

Hypothesis M. There is no significant difference in parental preference scores classified according to the parent who does the decision making in the family.

An F score of 1.18 indicates that no significant difference exists in father preference scores for males and females according to the decision making parent in the family. The results of a one-way analysis of variance are illustrated in Table XVIII.

F scores of 1.27 and 1.75 indicate that no significant difference exists in mother preference scores according to decision making parent in subject's family for males and females. The results of a one-way analysis of variance which support this hypothesis are presented in Table XIX.

TABLE XVIII

F SCORE REFLECTING DIFFERENCE IN FATHER PREFERENCE  
SCORES CLASSIFIED ACCORDING TO DECISION  
MAKING PARENT IN THE FAMILY

Description	N	%	F	Level of Sig.
<u>Decision Maker in</u> <u>Females Family</u>				
Mother	23	17.3	1.84	n.s.
Father	45	33.8		
Both Equally	65	48.9		
Neither	—	—		
<u>Decision Maker in</u> <u>Males Family</u>				
Mother	05	8.3	1.94	n.s.
Father	34	25.6		
Both Equally	21	15.8		
Neither	—	—		



TABLE XIX  
F SCORE REFLECTING DIFFERENCE IN MOTHER PREFERENCE  
SCORES CLASSIFIED ACCORDING TO DECISION  
MAKING PARENT IN THE FAMILY

Description	N	%	F	Level of Sig.
<u>Decision Maker in</u> <u>Females Family</u>				
Mother	23	17.3	1.27	n.s.
Father	45	33.8		
Both Equally	65	48.9		
Neither	—	—		
<u>Decision Maker in</u> <u>Males Family</u>				
Mother	05	8.2	1.75	n.s.
Father	34	55.7		
Both Equally	21	34.4		
Neither	—	—		

## CHAPTER V

### SUMMARY AND DISCUSSION OF THE RESULTS

The purpose of this study was to design an instrument, the Parental Preference Test, to measure the parental preferences of college students confronted with a situational setting which demanded that they choose between their parents. These choices were then related to background variables.

The sample was composed of 226 college students enrolled in Family Relations and Sociology courses at Oklahoma State University and students residing in a large apartment complex near the University. The students, all from two-parent homes, were primarily between the ages of 19 and 23. Of the respondents, 161 were females and 65 were males. The data were collected in April of 1974.

The questionnaire was composed of two sections: (a) an information sheet for securing various background data and, (b) the Parental Preference Test designed by the investigator to measure parent preference in situational settings.

A percentage and frequency count was used to describe background characteristics of the subjects and the responses to the items in the Parental Preference Test. A one-way analysis of variance was used to determine if a significant difference in Parental Preference Test scores existed when classified according to these variables: (a) sex; (b) age; (c) degree of closeness with the parent during childhood; (d) parent that

the subjects believed they think and behave "most like"; (e) parent subject prefers to "be like"; (f) dominance of parent; and (g) warmth and affection of parent.

A two-tailed t-test was used to examine parental preference scores and decision making parent in the family. A Pearson r test was used to examine the relationship between responses of father and mother according to activity and communication questions. In general, there was not a decided preference for mothers on questions involving communication, nor was there a preference for fathers on activity situation questions regardless of sex of respondent. Perhaps this finding is related to the above average level of parental closeness perceived by the subjects. Because they viewed their parents as close individuals who often shared decision making tasks, the subjects felt comfortable in sharing a variety of situational experiences with their same sex parent. This finding acquires added significance when examining the mother stereotype of confidant and protector from father's wrath. Perhaps this stereotype has always been fallacious. It is more likely that this is another example of the father's assumption of a new role.

This finding lends support to the validity of the significance found in parental preference scores when classified according to sex. Females generally preferred that their mothers share in a situation with them, while males usually preferred their fathers. This was significant beyond the .001 level. Same sex parental preference (identification) agrees with the findings of Beier and Ratzeburg (1953); Kagan and Lemkin (1960); and Livson (1966). Females who had high father preference scores on the Parental Preference Test not only preferred to be like the father significantly more often (.001), but felt that they thought and behaved

more like their father than their mother (.01).

Societal expectations may have much to do with this finding of same sex preference. Father emulation for the boys and mother emulation for the girls has been positively reinforced throughout most of their lives. Deviation from the socially preferred model is often met with chastisement or ostracism. The American socialization process has demanded same sex identification with its masculine and feminine stereotypes. Perhaps, too, some of the same sex identification can be accounted for by an interest bond. The subjects, in training for role assumption as men and women, prefer to spend time with the same sex parent because of common interest in these situational settings. The explanation for this phenomenon cannot be simple. It is a combination of society and the innate tendency to be among one's own kind.

There was no significant difference among males between father preference scores and beliefs reflecting that they thought and behaved most like their fathers. There was a relationship between parental preference scores and perceptions regarding the parent that the respondent preferred to "be like" as shown in Tables V, VI, and VII.

This significant relationship between "parent I prefer to be most like" and parental preference scores lends support to the validity of the preference scores obtained from the Parental Preference Test.

From the results of this survey, it would appear that motivation for parental preference varies in males and females. Females with high father preference scores perceived their fathers as more warm and affectionate than their mothers. Females with high mother preference scores perceived their mothers as more warm and affectionate than their fathers. Perception of warmth and affection of parent was not signifi-

cantly related to parental preference scores in male respondents. Warmth and affection in a parent-child relationship are believed to be important by the female respondents. It is assumed that the value system of males and females would need to be different to account for this result. Perhaps, in spite of the majority of contacts being with women in the critical early child rearing years in the lives of both boys and girls, separate value systems emerge. Here may be an example of social pressure effectively selling a "masculine stereotype" through the differential treatment of the sexes. It would be interesting to use the Parental Preference Test in future research to help record what values in a rapidly changing society teenagers and young adults believe are important in deciding with whom they prefer to share their time.

The item analysis of the items on the Parental Preference Test, using a chi square, found 44 of the 50 questions differentiated upper and lower quartile female respondents. There was a significant difference between the upper and lower quartiles for males on only 20 of the 50 items.

Perhaps this is because college age females are allowed and have a greater variation in role models than do males. It is more acceptable for a girl to be aggressive and success oriented (masculine stereotype characteristics) than it is for a male to be dominated and emotional (feminine stereotype characteristics) in American society. Females feel freer to think, behave, and share experiences with either of their parents and some choose to emulate the opposite sex parent. Perhaps this is greater in a college population than in any other population because of an expected relationship between achievement and father identification.

Father and mother preference scores were not related to closeness of relationship with mother or father, grade point average, and place of residence. It is also interesting to note that no significant relationship existed between the parental preference scores and perceptions of the dominance of the parents. Social power theory would have anticipated the relationship as being significant. Perhaps dominance and reward giving are not so closely related.

Family relationships in American society are changing as the roles of the individual members change. The Parental Preference Test could be used to examine the parent-child relationship with high school students. A comparison of these findings with those of this college age sample would give us a better understanding of parental preference as part of sex-role identification.

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APPENDIX

PARENTAL PREFERENCE TEST

## INFORMATION SHEET

Please answer the following questions as accurately as you can. Your cooperation in this research is greatly appreciated. Please circle the response where appropriate. Circle only one answer for each question.

1. Age: \_\_\_\_\_
2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
3. How many older brothers do you have? \_\_\_\_\_
4. How many older sisters do you have? \_\_\_\_\_
5. How many younger brothers do you have? \_\_\_\_\_
6. How many younger sisters do you have? \_\_\_\_\_
7. During childhood, who made most of the decisions in your family?  
                     Mother                  Father                  Both equally                  Neither
8. Which of the following describes the degree of closeness of your relationship with your father during childhood?  
                     Above average                  Average                  Below average
9. Which of the following describes the degree of closeness of your relationship with your mother during childhood?  
                     Above average                  Average                  Below average
10. Do you perceive your parents as very emotionally close?  
                     Yes                                  No                                  Unable to determine
11. I feel that I behave most like my  
                     Father                  Mother                  Both equally                  Neither
12. I feel that I think most like my  
                     Father                  Mother                  Both equally                  Neither
13. If I could choose, I would prefer to be most like my  
                     Father                  Mother                  Both equally                  Neither
14. My father is more emotional than my mother                  True                  False
15. My father is more dominant than my mother                  True                  False
16. My father is more understanding than my mother                  True                  False

17. My father is more independent than my mother True False
18. My father is more warm and affectionate than my mother True False
19. What is your gradepoint average?
- 3.3 - 4.0      2.6 - 3.2      2.0 - 2.5      0 - 2.0
20. Where have you lived the major part of your life?
- On a farm or in the country.
- Small town under 25,000 pop.
- City of 25,000 to 50,000 pop.
- City of 50,000 to 100,000 pop.
- City of over 100,000 pop.
- 
- 

#### DIRECTIONS

On the next three pages you will find a list of activities that can be done with either your mother or your father. Because these are "made up" situations, we realize that many of the examples may not apply to you. We also realize that it may be difficult to choose either parent or between your two parents. Because there can be no right or wrong answers on a preference questionnaire, it might be easiest to mark whichever parent you would probably prefer to perform the activity with. Please answer all questions. Check either (M) for mother or (F) for father. Do not check both (M) and (F) on the same question.

## PARENTAL PREFERENCE INSTRUMENT

1. You are going on a picnic. You would prefer to go with your (M) (F).
2. You have just read a book. You prefer to discuss it with your (M) (F).
3. You have won a trip to Europe. The rules say that you may take only one parent. You will take your (M) (F).
4. You would rather go bicycle riding with your (M) (F).
5. You would prefer to go to a circus with your (M) (F).
6. You have just received a speeding ticket and must borrow money to pay it. You would prefer to borrow this money from your (M) (F).
7. You have the money to pay the speeding ticket, but you would tell your (M) (F) about it first.
8. You have been accused of cheating and the authorities say that one parent must be informed. You will tell your (M) (F).
9. You would prefer to work in the garden with your (M) (F).
10. You are getting married and have only one dime with which to call your (M) (F).
11. You would prefer to clean the basement with your (M) (F).
12. You would prefer to go to a movie with your (M) (F).
13. As a result of premarital intercourse, a pregnancy has occurred. You would first tell your (M) (F).
14. You have had an argument with a friend. You would prefer to have your (M) (F) help settle this.
15. You would prefer to play cards with your (M) (F) as your partner.
16. You have one ticket for graduation. You would ask your (M) (F) to attend.
17. You have just learned that you have a very serious illness. You would want your (M) (F) to know first.
18. You prefer to attend a funeral of a family friend with your (M) (F).
19. You have some new clothes and you are anxious to see if your (M) (F) approves of your purchase.

20. You prefer to cook at a cookout with your (M) (F).
21. Your friend has been killed in an accident and you feel a need to talk about it. You would prefer to talk with your (M) (F).
22. You are choosing a college and you prefer to ask your (M) (F) for help in making your decision.
23. You are going on your first airplane ride and you are quite frightened. You prefer to have your (M) (F) with you.
24. Your parents are separated this Christmas. You would rather spend Christmas with your (M) (F).
25. You have just been arrested for possession of marijuana. You prefer to call your (M) (F) first.
26. You have been elected to a club office. You would want your (M) (F) to know first.
27. You have flunked out of school. You prefer to explain this to your (M) (F).
28. You have a difficult school assignment. You would go to your (M) (F) for help.
29. You are changing your religion from that of your parents. You will tell (M) (F) first.
30. You can't decide which job to take. You prefer to discuss this decision with your (M) (F).
31. You have just had the most memorable moment of your life occur. You prefer to share it with your (M) (F).
32. You would prefer to go swimming with your (M) (F).
33. Your parents are getting a divorce. You prefer to live with your (M) (F).
34. You would rather go skiing with your (M) (F).
35. You are going on a historical tour. You prefer to go with your (M) (F).
36. You wish that your parent meet with your favorite instructor. You would rather this parent be your (M) (F).
37. You prefer to plan a budget with your (M) (F).
38. You would prefer to dine in an expensive restaurant with your (M) (F).
39. You would prefer to work on a hobby with your (M) (F).



40. You would prefer to design a house with your (M) (F).
41. You are learning to drive a car. You prefer that your (M) (F) teach you.
42. You have a question about sex. You would go to your (M) (F) for an answer.
43. You would prefer to go for a walk in the country with your (M) (F).
44. You would rather attend a political debate with your (M) (F).
45. You have planned a surprise for a family member. You prefer to share this secret with your (M) (F).
46. You have just heard a joke. You would rather tell your (M) (F).
47. You have a splinter in your toe that you can't reach. You would rather ask your (M) (F) to remove it.
48. You prefer that your (M) (F) help you choose a pet.
49. You would prefer to go out for a coke or coffee with your (M) (F).
50. You would prefer to go shopping with your (M) (F).

Please check one.

Compared with most men, your father is

\_\_\_\_\_very masculine  
\_\_\_\_\_masculine  
\_\_\_\_\_not very masculine

Compared with most women, your mother is

\_\_\_\_\_very feminine  
\_\_\_\_\_feminine  
\_\_\_\_\_not very feminine

## VITA

Mary Jo Herde

Candidate for the Degree of  
Master of Science

Thesis: PARENTAL PREFERENCE: A PARTIAL MEASUREMENT OF SEX-ROLE  
IDENTIFICATION

Major Field: Family Relations and Child Development

### Biographical:

Personal Data: Born in Manhattan, Kansas, September 5, 1949, the daughter of Mr. and Mrs. Otto M. Herde.

Education: Graduated from Luckey High School, Manhattan, Kansas, in 1967; graduated from Kansas State University, Manhattan, Kansas, with a Bachelor of Science degree in Family and Child Development, May, 1971; completed requirements for the Master of Science degree with a graduate minor in Sociology at Oklahoma State University in July, 1974.

Professional Experience: Probation Officer, Wyandotte County Juvenile Court, Kansas City, Kansas, 1972-1973; Nursery school teacher, Stillwater, Oklahoma, 1973; graduate research assistant, Oklahoma State University, 1974.

Professional Organizations: Omicron Nu, Phi Upsilon Omicron, Kansas Probation Officer's Association, Graduate Student Council.